

# Outsmart those Smooth Talkers:

## Save your money, your health, and your self-respect

### *Lesson Overview*

**C**hildren and teens spend on average at least four hours every day exposed to various media and advertising. This lesson examines the impact that the media, especially advertisements, has on adolescent nutrition and physical activity choices and behaviors. Students learn how to minimize the negative impact of this media exposure and advertising, and consider ways they could use advertising principles to promote healthful behaviors.



### **Destination: Directing our choices toward wellness**

- Students will recognize how the media, especially exposure to advertising, influences eating and activity behaviors.
- Students will understand how these influences impact their choices and ultimately their health.
- Students will utilize marketing and advertising strategies to create educational messages to promote healthful behaviors.



### **Itinerary**

To take the "Shortcut" in 30 minutes, follow this route in class:

- Ignition (5 minutes)
- Driver's Ed (10 minutes)
- Test Drive (10 minutes, one option only)
- Take the Keys (5 minutes)

To take the "Standard Trip" in 40-50 minutes, follow this route:

- Ignition (5 minutes)
- Driver's Ed (20 minutes)
- Test Drive (10-15 minutes, one option only)
- Take the Keys (5 minutes)

To take the "Extended Trip" in 90 minutes or two class periods, follow this route, or complete two lessons:

- Learner's Permit (allow up to 10 minutes)
- Ignition (5 minutes)
- Driver's Ed (20 - 30 minutes)
- Test Drive (30 minutes)
- Alternate Route (if used, substitute for part of time above)
- Take the Keys (5 minutes)
- Take the Wheel (10 or more minutes, just begin assignment)



## Packing for the Journey:

- Explain pre-class assignment and assign in advance of class.
- Select "route" to take and activities and examples to use.
- Create overhead transparencies and/or prepare to use power point slide show.
- Obtain visual aids, if desired.
- Obtain video(s) to view as alternate/additional activity.
- Copy student handouts to match your selected activities.
- Student Assessment
- Select follow-up activit(ies) for students to complete.



## Your Teaching Road Map . . .

### Give Students a Learner's Permit

Provide students with the pre-class handout "Outsmart Those Smooth Talkers" (pages 129-130). The purpose of this assignment is for the students to analyze their exposure to advertising related to eating and activity. They are to watch one hour of television or look through one magazine geared to teens and count/time *all* of the advertisements. They are also to keep track separately how many advertisements were related to food or fitness and list all of the food/fitness products that were advertised. They can also tally references to, or images of, food or fitness in the regular program or articles.

Option: Bring in a detailed description and/or copy of one food or fitness product advertisement as an example for class discussion.

Ask students to log for one 24 hour period how much time they spend with any type of media: television, radio, movies, computer/internet, video games, etc.

Option: Suggest that students keep track for one day of all exposures to advertising of any sort for food and/or fitness. This could include signs for restaurants, billboards, product containers, scoreboards advertising product names, etc. Even brand names on clothing count as advertising. This is an almost impossible task to undertake, considering the estimates of ad exposures are hundreds a day. Challenge students to try it for themselves.

You might want to allow students to select which of the different options on the pre-class assignment they want to do so all of the various options are completed by some students. This will potentially enhance the class discussion of exposure to media and advertising.

# Put the Key in the Ignition:

## How much media?



**How much time do you think the average American child between the ages of 2 and 17 spends in front of electronic screens in one day?**

*Allow students to guess and also to share the results of their personal logs.*

*You can fill in answers on overhead transparencies.*

A survey in 2000, of parents and children (by the Annenberg Public Policy Center of the University of Pennsylvania by Emory Woodard IV, PhD and Natalia Gridina), found that children and teens in America spend almost **6-1/2 hours a day** in front of electronic screens.

A study in 1999 by the Kaiser Family Foundation found at that time the average American child lived in a home with two TV's, three tape players, three radios, two VCR's, two CD players, one video game player, and one computer. More homes have television sets in the US than indoor plumbing.

*Have students compare with their homes.*

**In the typical American home, how long do you think the television is on in a day?**

*Allow students to guess and also to share the results of their personal logs.*

According to Nielson Media Research, televisions are on **7 hours a day** in the typical home and the average American spends nearly 4 hours a day watching TV —a child spends more time over the course of a year watching TV than they spend in school. By the age of 65, if you are average, you will have spent 9 years of your life watching television!

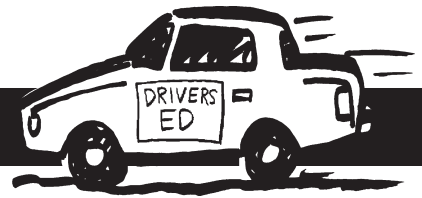
**A teen's 6-1/2 hour a day screen time is on average 4 hours of TV and 2-1/2 hours of computer time. About 1 hour of the computer time is spent on the Internet and 1-1/2 hours is spent playing video games.** How does that compare with your media log?

**What percentage of children ages 2-17 in the U.S. have a television set in their bedroom?**

*Allow students to guess and also to share if they have their own TV.*

According to the 1999 survey by the Annenberg Public Policy Center (see above), **48% of children have a television set in their bedrooms.** Other surveys have found that it is more than 50%. **For teens the number goes up, it is over 60%.** Do you think this number is higher today? *(Compare to the class.)*

**Is there anyone in the class who had NO media exposure in the 24 hour period we kept track?**



**How do you think all of this media exposure affects our eating and activity habits? Do you think it makes us healthier or less healthy?**

*Allow students to share and discuss.*

**If you spend a lot of time watching TV or using a computer, do you think you will be *more* or *less* likely to be overweight?**

*Allow students to share and discuss.*

**Numerous studies comparing the amount of time people of all ages spend watching TV or in other forms of "screen time" have shown that increasing media time results in increasing body weight.**

- A study published in 2001 ( Crespo, C. et al. *Archives of Pediatric and Adolescent Medicine*) found that the incidence of obesity was highest among children who watched 4 or more hours of television a day and lowest among children who watched an hour or less a day.
- Another group of researchers analyzed national survey data collected between 1988 and 1994 and found that 26% of children who watched 4 or more hours of television a day had much more body fat than children who watched less television. (Anderson, R.E., et al. *JAMA*, 1998)
- Another study estimated that 60% of the overweight in children aged 10 to 15 might be due to excessive TV viewing. (Gortmacher S.L. et al. *Archives of Pediatric and Adolescent Medicine*, 1996)
- Several studies have looked at how much the risk of obesity increases with the amount of television viewing. A study back in 1985, found that for every hour of television, the incidence of obesity increased by 2%. (Dietz, W.H. *Pediatrics*, 1985) A more recent study of preschoolers ages 1-4, found that the risk of overweight increased by 6% for every hour of television watched per day. If the preschooler had a television set in their bedroom, their risk of overweight jumped by 31% for every hour they watched because they spent much more time watching TV every week. (Dennison M.D., et al. *Pediatrics*, 2002)

**Why do you think this is so? Why are we more likely to be overweight if we spend a lot of time watching TV and using computers and playing video games?**

*Allow students to share and discuss. Possibly list their reasons on the chalkboard.*



We're going to look at four reasons. Let's see how many you thought of . . .

- **TV viewing and other forms of screen time displaces (or takes the place of) time spent in physical activity.**

If you are watching TV or sitting in front of a computer screen, you are most likely sitting still instead of standing, walking, or being more active. Let's compare how the calories expended doing a sedentary activity for 6-1/2 hours compares with doing light or moderate activities for that same period of time:

Sedentary activity burns 0.01 kcal/min/kg, light activity burns 0.02 kcal/min/kg, and moderate activity burns 0.03 kcal/min/kg. Light activities would include sitting or standing with arm movement, bathing, or slow walking. Moderate activities include housework, moderate-paced walking, light exercising, or recreational activities like bowling or golfing.

Figure out how many calories you would burn for physical activity (this is over and above the calories burned for staying alive during that period of time) in 6-1/2 hours (how many minutes is that?), based on your body weight (weight in pounds  $\div$  2.2 = weight in kilograms). Calculate it 3 times, once for calories burned being sedentary, once for calories burned if engaged in light activity, and once for calories burned if engaged in moderate activity.

Here is an example for a student weighing 125 pounds:

$$125 \div 2.2 = 56.8 \text{ kg}$$

$$6\text{-}1/2 \text{ hours} = 390 \text{ minutes}$$

$$\text{Sedentary} = 0.01 \times 390 \times 56.8 = 221.5 \text{ calories burned in } 6\text{-}1/2 \text{ hours}$$

$$\text{Light} = 0.02 \times 390 \times 56.8 = 443 \text{ calories burned in } 6\text{-}1/2 \text{ hours}$$

$$\text{Moderate} = 0.03 \times 390 \times 56.8 = 664.6 \text{ calories burned in } 6\text{-}1/2 \text{ hours}$$

What is the difference in calories every day between sedentary and light?  
221.5 calories

How many days would it take for this difference to equal one pound of excess body fat (3,500 calories), if you did not eat fewer calories?  
16 days

- **TV viewing and other forms of screen time also displaces meaningful social interaction, which is good for our mental well-being and in turn helpful in maintaining a healthy weight.**

(Loneliness and depression can lead to emotional eating.)



Social research has shown that the loneliness and social isolation that the presence of electronic media creates in our lives is strongly associated with mental health problems. We spend many more hours looking at screens than at other human faces. TV and computer use disconnects us from others. Studies have shown that Americans today are more familiar with the lives of television characters than the lives of their neighbors.

*Option: Ask students if they can describe the kitchen of a popular TV show versus the kitchens of people in their neighborhood. (A good reference on this topic is by Dr. Will Miller and Glenn Sparks, PhD, Refrigerator Rights, 2002.)*

*Have students discuss this effect of TV viewing on health. Why would social interaction and meaningful connections with others enhance our health and help us maintain a healthy weight?*

- **TV viewing can also lead to “disengaged” or “mindless” eating.**

Snacking while watching television or using another electronic media is very common. Whenever eating is occurring while engaged in another activity, the focus is not on eating, or on the body's hunger and satiety signals. Often, food is eaten from a package rather than from a portioned amount. It is not unusual for someone watching TV to consume an entire bag of potato chips or other snack food without being aware of it.

*Option: Bring in several packages of common snack foods and have students calculate how many calories would be consumed if the entire package were eaten.*

- **Advertising exposure on television is primarily for high-calorie, low-nutrient foods.**

What kinds of foods are advertised on TV?

Have students share the results of their pre-class assignment.

*Option: Make lists on the board of various common categories: Sweet beverages, snack foods and candy, sweet breakfast foods, and fast-food restaurants. How many advertisements were for healthier choices of foods within the food groups on the Food Guide Pyramid?*

What food or fitness products have you purchased after seeing them advertised?



**How *much* advertising for food or fitness products are we exposed to?  
Where are you exposed to advertising?**

*If students logged exposure to all forms of advertising, have them share results.*

*Create a list of all of the potential places foods and fitness products are advertised, especially targeted to teens. (See below.)*

*Discuss how pervasive advertising is in our lives.*

Television

Radio

Computer, Internet advertising at web sites and pop-up ads.

(Children spend an estimated \$1.3 billion online and 67% of teens have researched product purchases or made purchases online, according to [www.mediaandthefamily.org](http://www.mediaandthefamily.org))

Signs and billboards, bus signs, scoreboards.

Store displays

Newspapers

Magazines

Movies (products are advertised before the film and promoted within the film)

Logos/brand names on clothing.

Merchandise promoting foods/fitness products. (For example, Barbie dolls with Coke logos.)

Are you exposed to advertising at school? If so, how?

"Channel One" is a 12-minute in-classroom broadcast that includes 2 minutes of commercials for every 10 minutes of news. *Does our school have Channel One?*

According to [www.commercialfree.org](http://www.commercialfree.org), if a school has Channel One, it is required to be shown on 90% of school days in 80% of classrooms. Channel One is in 40% of middle and high schools in the United States. This creates a captive audience of 8 million students. Companies pay nearly \$200,000 for a 30-second advertisement on Channel One.

What other forms of advertising are there in schools?

*Discuss the ethics of advertising in schools. Why do schools allow things like Channel One or scoreboards advertising soft drinks?*



## Children and advertising, what do you think?

- **How many television commercials do you think an average American child sees every year?**

**Between 20,000 and 40,000** (Strasburger, VC, *Journal of Developmental and Behavioral Pediatrics*, 2001), which is 55-110 every day.

*How many commercials did the students count in one hour of television?*

*(If children and youth watch an average of 4 hours of TV a day, would they see this many commercials?)*

- **What percentage of advertising aimed at children is for food?**

**Nearly half** of all advertising to children is for food.  
(Nestle, M. and M. Wootan, *The Food Institute Report*, 2002)

*Compare to the percentage of commercials for food the students found in their pre-class assignment.*

- **How much is spent on food advertisements aimed at children and youth every year by food and beverage companies?**

**\$13 billion** a year is spent every year just to market foods and beverages to American children. More than \$230 billion is spent in the US on advertising of all kinds. Advertisers spend more than \$2,000 per household every year to promote their products.

- **Why do advertisers market to children and youth?**

**Children and youth spend a lot of their own money.** Youth, age 12-19, spent \$155 - \$172 billion of their own money in 2001, according to several surveys: the National Institute on Media and the Family ([www.mediaandthefamily.org](http://www.mediaandthefamily.org)) and Teen Research Unlimited, 2002.

**Young children under age 12 influence \$500 billion in family purchases** each year, according to marketing expert James McNeal (MarketResearch.com). So, products of all kinds are marketed to children.

**Advertisers want to promote "brand loyalty" from an early age.**

"Branding" is building a positive impression of a product, linking the product's name and/or logo to a positive image or feeling in the buyer's mind.

Studies indicate that brand loyalty may begin as early as age 2 (Children's Business, 2000). By age 3, one in five American children request products by brand-name ([www.newdream.org](http://www.newdream.org)). A lifetime customer may be worth \$100,000 to a retail company, so creating brand loyalty from "cradle to grave" is very valuable to marketers. Studies show that children who watch more television want more of what they see advertised than children who watch less television, including brand-name toys and advertised food. (Strasburger, VC and Wilson BJ. *Children, adolescents and the media*, 2002)





## Advertising Strategies

Provide students with handout: "Outsmart Those Smooth Talkers: Save Your Money, Your Health, and Your Self Respect" (pages 131-132).

Using the Power Point slide show and/or real examples brought to class, discuss the different strategies advertisers use to promote products. Have students identify examples of each type that they found doing the pre-class assignment.

Using the reverse side of the handout, have students work independently, in small groups or as a class to discuss if the ads are effective, believable, deceptive, etc.

## Debate — Reducing media influence

Divide the class into smaller groups and have one or more debates on any or all of the following topics:

- ☐ Should soft drink companies be allowed to have contracts with school systems that include product advertising and sales?
- ☐ Should the "Children's Television Act of 1990," which limits commercial time during children's programming to 10-1/2 minutes per hour on weekends and 12 minutes per hour on weekdays, be made more or less strict? Do you think advertising should be controlled? If so, how?
- ☐ The American Academy of Pediatrics recommends that parents limit the amount of time children and youth spend with TV, movies, videos and computer games to no more than 1-2 hours per day, and, to not allow children to watch TV while doing homework. Do you agree or disagree?
- ☐ Should children have TV's in their bedrooms? Why or why not?

## Marketing Healthy Choices

Working individually, in small groups, or as a class, create a positive promotion of a food, eating behavior, fitness product, activity behavior, etc. that could be marketed in your school via posters, announcements, the school newspaper, etc. Select an advertising strategy used by real marketers and use it for good health rather than to increase profits.

*Option: This is one of the "Take the Wheel" options.*






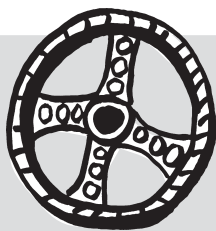
### Alternate Route

Select a video or interactive computer game from the list of resources.

## Take the Keys



-  **Our use of various media has many effects on our eating and activity choices and behaviors. One of the major effects of the media is simply due to the amount of time we devote to it. Although media can be a source of information, the effect on our eating and activity is mostly negative. What are some of the negative effects we identified?** (Reduced activity, social isolation, "mindless" eating, advertising for "junk" foods, etc.) **How can we counteract these negative influences?**
-  **The road to wellness is also lined with flashing billboards enticing us to purchase many products. The majority of these products are high-calorie, low-nutrient choices. How do advertisers market their products?** (review list on their handout)
-  **Healthy eating and activity choices and behaviors can be promoted using proven advertising strategies.** What is something we can promote? How can we promote it?



## Take the Wheel

Provide students with the take-home assignment: "Outsmart Those Smooth Talkers: Save Your Money, Your Health, and Your Self Respect" (pages 133-134). Go over options. If time allows, begin assignment.



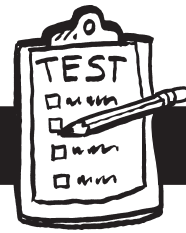
## Driver's Test: Outsmart Those Smooth Talkers

Answers to assessment:

1. d
2. b
3. c
4. a
5. e

# Driver's Test:

## Outsmart Those Smooth Talkers



1. **An average American child will spend the most hours doing which of the following activities over the course of a year?**
  - a. eating
  - b. playing sports
  - c. attending school
  - d. watching television
  
2. **Why does exposure to media “screens” (television, computer, video games) increase your risk of being overweight?**
  - a. emission of radiation slows the metabolism
  - b. it displaces time spent in physical activity
  - c. people don’t eat when in front of “screens” which leads to binge eating later
  - d. none of the above
  
3. **Is advertising targeted to children?**
  - a. No, because only adults purchase products.
  - b. No, because the Children’s Television Act of 1990 forbids it.
  - c. Yes, because children spend a lot of their own money and influence family spending.
  - d. Yes, but it is only allowed for children’s products and during children’s programming.
  
4. **Which of the following advertising strategies is remembered the longest?**
  - a. an advertising song or “jingle”
  - b. a celebrity promoting a product
  - c. a comparison between two products showing the advantages of one over the other
  - d. all are equally remembered
  
5. **Which of the following strategies will reduce the negative influence of media and advertising?**
  - a. “muting” the sound when commercials come on
  - b. exercising while watching TV
  - c. not using the remote control to change channels, but changing on the set
  - d. limiting the number of hours I spend watching TV or using computers or playing video games
  - e. all of the above



## Your Spare Tire: Teacher Resources

### For further reading:

**American Academy of Pediatrics Policy Statement of Children, Adolescents, and Advertising (RE9504),**  
<http://www.aap.org/policy/00656.html>

**Enforcement Policy Statement on Food Advertising (1994), Federal Trade Commission,** <http://www.ftc.gov/bcp/policystmt/ad-food.htm>

### Web Sites:

**"Media Matters" National Media Education Campaign of the American Academy of Pediatrics**  
<http://www.aap.org/advocacy/mmlinks.htm>

**National Institute on Media and the Family**  
<http://www.mediaandthefamily.org>

**The NC Coalition for Pulling the Plug on Media**  
<http://www.limitv.org/PullthePlug>

**Center for Media Literacy**  
<http://www.medialit.org>

**National TV Turnoff Week**  
<http://www.tvfa.org>

For a listing of links to advertising and media associations go to:  
<http://www.tvb.org/rcentral/relatedlinks/>

### Videos/Resources:

***Growing Up in Video World: Media and the Developing Child***, 24 minute video from The Learning Seed. This video discusses how the media and videos have influenced students as they grew up. Discussion questions are included in a booklet that comes with the video. [www.learningseed.com](http://www.learningseed.com)

***Winning the Grocery Game*** is an interactive CD-Rom which takes you on a trip through the grocery store and you learn strategies used to influence your food purchasing decisions. [www.learningseed.com](http://www.learningseed.com)

# Outsmart Those Smooth Talkers:

## Save your money, your health, and your self-respect

### Have You Ever Wondered . . .

How much advertising are we exposed to every day?

What messages do the media and advertising send us about eating and activity?

Does our exposure to the media and advertising affect the way we eat and move?

### Let's Take a Look

Watch one program on television or look through one magazine geared toward teens. Count the total number of advertisements. Keep track of how many were for foods or beverages (including ads for restaurants) and how many promoted fitness or products related to physical activity. List the product types and/or brands. Optional: Keep track of positive and negative portrayals of eating and activity in the regular program or magazine articles. Optional: Write a detailed description of one advertisement or bring in the printed copy of the advertisement.

**Name of TV show or magazine:** \_\_\_\_\_

**Duration in minutes/number of pages:** \_\_\_\_\_

**Total # of advertisements:** \_\_\_\_\_

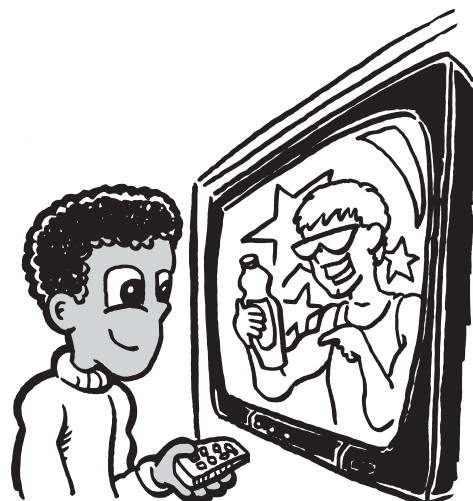
**# of Advertisements for foods/beverages:** \_\_\_\_\_

**List of product types/brand names:**

**# of Advertisements for fitness/activity products:** \_\_\_\_\_

**List of product types/brand names:**

**References to eating/activity in the regular program/articles:**



## Outsmart Those Smooth Talkers

### How much time do you spend with media?

Log for one 24-hour period how much time you spend with *any* type of media: television, radio, movies, computer/Internet, video games, etc., including media exposure at school. Each time you are exposed to media, record the start and end times, calculate the duration of time in number of minutes, and list the type of media (you may be exposed to more than one type at a time):

[illegible]

### How many total ad exposures in 24 hours??

Option: Keep track for one day of *all* exposures to advertising of any sort for food and/or fitness. This could include signs for restaurants, billboards, product containers, scoreboards advertising product names, etc. For example, when you open your refrigerator door, how many product brand names do you see? When you walk through a grocery store, how many thousands of product ads, which includes packaging, are you seeing? (You don't need to count all of them, estimate how many you are paying attention to.) Log on a separate sheet of paper. Make a list of how many exposures, sorted by type of advertising and what was advertised. Expect your total number in one day to be in the hundreds or even thousands.

# Outsmart Those Smooth Talkers:

## Save your money, your health, and your self-respect

**How do advertisers get you to buy their products? What marketing tactics do they use?**

### **The Perfect Image**

Advertisers often convey children, youth, or families as “perfect.” They look perfect, dress perfect, own all the best things, and get along with each other perfectly. Anyone would want to achieve the perfect image portrayed.

### **Warms the Heart**

Many advertisements tell a story that makes you feel good. They show people being kind and generous and helpful. These advertisements often involve people of different generations.

### **Family Fun and Togetherness**

Every child dreams of fun family times. Ads employing this tactic convey this ideal image as achievable if you use the product being promoted.

### **Thrill and Excitement**

Many products are promoted as something that will add excitement to an otherwise dull existence.

### **Brawn and Beauty**

Physical attractiveness is achievable by using the product advertised.

### **Celebrities Sell**

Popular stars frequently are product spokespersons and have big contracts to endorse products. These stars include musical performers, actors and actresses, and athletes. The message here is that YOU can resemble your celebrity idol by using the product advertised.

### **“Ordinary” People Sell**

(The “Testimonial” Sale) Someone just like you uses the product with success, so you can too.

### **Cartoons Sell**

Not only are “real” people used to sell products, so are cartoon characters. Many products have brand-specific characters like Tony the Tiger or the Energizer Bunny.

### **Join the Crowd**

Who wants to be left out? Advertisers use the same tactic kids often use with parents: “Everyone else is doing it!” Popularity is the goal.

### **We’re the Best**

Advertisers often compare their products to the competition and make theirs appear better and the other brand appear worse.

### **Be Young, Hip, Cool**

Advertisers often use the tactic that you need to use their product to be cool rather than a nerd.



# Outsmart Those Smooth Talkers

## **Stretch the Truth**

Advertisements must be honest, but sometimes words or phrases ("weasel words") are used that make that truth sound a little better than reality. Sometimes what is NOT said is how they stretch the truth.

## **Statistics**

Facts and figures are often used to make a product sound better, healthier, more effective, etc.

## **Name that Tune**

Music, sound effects, and song lyrics, (what are commonly called "advertising jingles") are an extremely memorable and effective form of advertising.

## **Play it Again**

Advertisers know that you need to see a commercial repeatedly in order for it to lead you to purchase the product.

**Describe an advertisement for a food or fitness product:**

**Who is the advertising targeted to?**

**Which advertising strategies are used to sell this product?**

**Do you think the advertisement is effective? Why or why not?**

**Do you believe the advertiser's claims? Why or why not?**

**Is the advertisement deceptive in any way?**

**Would you buy this product? Why or why not?**



# Outsmart Those Smooth Talkers

**Save your money, your health, and your self-respect**

## The Key of Direction

The road to wellness is lined with flashing billboards enticing us to purchase many products. The majority of these products are high-calorie, low-nutrient choices. We need to lessen the negative impact of advertising, so we can make healthy choices that take us in the direction of wellness. In addition to advertising, our use of various media affects our eating and activity choices and behaviors, primarily due to the huge amount of time we spend with media. Although media can be a source of information, we must minimize its negative effects by limiting our exposure and practicing healthy eating and activity behaviors.



## Quiz the Parents

The reverse side has a list of advertising jingles from the last several decades. See how many your parents, grandparents, and siblings know. Adapt a favorite jingle to “sell” a healthy food or fitness choice.

## Learn Food Advertising Tricks

Visit one or both of these web sites and learn what food stylists do to make foods look good for advertising:

Consumer Reports for Kids at  
[www.zillions.org](http://www.zillions.org)

PBS Kids Don't Buy It,  
Get Media Smart at: <http://pbskids.org/dontbuyit/advertisingtricks/foodadtricks.html>

## Create a Healthy Ad

Create a positive promotion for a healthy food, fitness product, or eating or activity behavior.

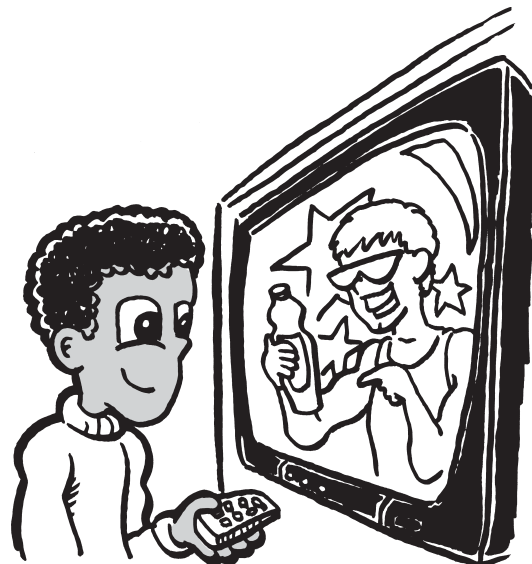
Advertising Ideas:

Choose a behavior you identified in one of the previous lessons, such as:

- eating more fruits and vegetables
- eat high-sugar or high-fat foods in moderation
- eating more dairy foods
- being more active

Your ad could be modeled after a real ad or utilize one of the advertising strategies discussed in class.

Consider ways your ad could be used to promote healthy choices in your school cafeteria, or promote your school's physical education or sports programs, healthier vending choices at school, etc.



# Outsmart Those Smooth Talkers

## Advertising Jingles —Name that brand:

- "Snap, Crackle, Pop, \_\_\_\_\_"
- "Two scoops of plump juicy raisins in \_\_\_\_\_"
- "Better eat your \_\_\_\_\_"
- "They're GREAT!" \_\_\_\_\_
- "Sometimes you feel like a nut, sometimes you don't.  
\_\_\_\_\_ got nuts, \_\_\_\_\_ don't."
- "Double your pleasure with \_\_\_\_\_ gum."
- "What would you do for a \_\_\_\_\_ bar?"
- "N-E-S-T-L-E-S, \_\_\_\_\_ makes the very best, \_\_\_\_\_."
- "How many licks does it take to get to the \_\_\_\_\_  
center of a \_\_\_\_\_?"
- "You get two great tastes in one candy bar." \_\_\_\_\_
- "The best part of waking up, is \_\_\_\_\_ in your cup."
- "Hey, how about a nice \_\_\_\_\_?"
- "You've got a lot to live and \_\_\_\_\_ got a lot to give."
- "You're in the \_\_\_\_\_ generation." "For those who think young."  
(same brand, different decades)
- "America spells cheese, \_ \_ \_ \_ \_"
- "Sorry, Charlie." \_\_\_\_\_
- "Oh, I wish I were an \_\_\_\_\_ wiener, that is what I'd truly like to be.  
Cause if I were an \_\_\_\_\_ wiener, everyone would be in love with me."

Answers:

Rice Krispies, Post Raisin Bran, Wheaties, Frosted Flakes, Almond Joy's, Mounds, Doublemint, Klondike, Nestle's — chocolate, tootsie roll — Tootsie Pop, Reese's Peanut Butter Cup, Folger's, Hawaiian Punch, Pepsi, KRAFT, Starkist Tuna, Oscar Meyer.

From: <http://www.geocities.com/foodedge/jingles>